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ABSTRACT

This document includes four chapters, a bibliography, notes, and two appendices. Chapter 1 briefly indicates the purpose of the report, to look retrospectively at innovative vocational training programs initiated for women in the European Community (EC). Chapter 2 describes general developments since 1978, including the legal background, the participation of women and girls in vocational training, and the situation of women in the labor market. Chapter 3 includes evaluative descriptions of whether the programs offered to women and girls met criteria for success; participants; training firms and training institutions; advisory, research, and evaluation measures; and sources of funding for the programs. Chapter 4 provides recommendations on vocational training for women in the EC in five areas: school and vocational orientation, labor market, vocational training, economic independence, and empowerment measures. The bibliography includes 13 national reports and 16 additional references. Appendix 1 provides a catalog of programs in three parts: programs for skilled occupations to which women had previously not had access; programs to assist women in securing occupational advancement and managerial positions; and programs for women entering or reentering the work force. Each entry gives program title, objective, and responsible organizations. Appendix 2 provides the guidelines for the evaluation and development of perspectives. (CML)

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prepared by
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Equality of opportunity and vocational training

Five years on... Vocational training measures for women in the European Community

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The most distinct axis in the Community's social policy in the field of equal opportunity for men and women in working life is undoubtedly the establishment of a relevant body of legislation. A number of legal norms and directives with legal force together make up a framework which guarantees women equal treatment in the fields of employment, training and social security.

However, it is common knowledge that legal provisions are never sufficient in themselves to eliminate all forms of inequality de facto. Consequently, the Commission of the European Communities is pursuing a programme parallel to its work on the relevant legislation, whereby it has developed and submitted to the Member States the concept of positive action. What is called for is specific action designed to eliminate the disadvantages suffered by women in working life.

It is in pursuit of the same objective that each year from its inception, CEDEFOP has reserved a privileged position in its work programme for activities to support the Commission in realizing the guidance and training aspects of this concept.

Accordingly, the year 1984 brought the completion of several projects falling within this category, in particular the evaluation of more than one hundred innovative training schemes which were launched several years ago, the results of which were discussed at a major conference held in September.

Opened by Ms. H.-R. Laurien, Senator for Education, Youth Affairs and Sport in the Berlin City Government, and closed by Ms. Lenz, President of the Women's Rights Committee at the European Parliament, this conference provided an occasion for representatives of government, equal opportunities commissions, management and labour to formulate new proposals for action.

The year 1985 marks the tenth anniversary of CEDEFOP's existence. At such a time for critical retrospection, the Centre considers that it has a special obligation to present to the public its report on the conference "Equality of Opportunity and Vocational Training - Five Years On " , drawing the attention of all institutions engaged in the field of training to the final chapter, which sets out the recommendations formulated on the occasion of the conference.

M. Pierret
Project coordinator

Berlin, 1985

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I. Procedure

To mark the close of the UN Decade for Women (1975-1985), the European Centre for the Development of Vocational Training (CEDEFOP) arranged for a renewed evaluation to be carried out of the innovative vocational training measures initiated for women in the Member States of the European Community. The measures concerned were surveyed and evaluated within the framework of CEDEFOP Action Programmes I and II "Equality of Opportunity in Vocational Training". Action Programme I (1978/79) addressed itself to innovative measures for women in the fields of occupational orientation/motivation, initial training, continuing training and reintegration into the labour market. Action Programme II (1979/80) was composed of a number of case studies on in-firm initial and continuing training for women in seven EC Member States.[1)]

CEDEFOP now wishes to take a retrospective look at these programmes and present the positive and negative experiences gained therefrom to a broader readership. Above all, this renewed evaluation draws on guidelines for action[2)] permitting a critical review of the programmes with respect to their longer-term impact in bringing about equality of opportunity for women. Even prior to the initial investigation, the following criteria were regarded as being decisive in affording the programmes an innovative character: they were to open up to women previously inaccessible occupational tracks, qualify women for activities involving more responsibility and managerial duties, or address a group of women who had previously not formed part of the workforce. With the insights and recommendations gained from this review, CEDEFOP is endeavouring to contribute towards developing the future contours of vocational training for women in the EC.

Comprehensive surveys and evaluations were carried out in most of the countries on the course and outcome of 126 measures in Action Programme I and the 28 in-firm training measures in Action Programme II.[3] All the reports submitted show that the work carried out was more than a desk study of publications; they showed that the organizers, the project sponsors, the trainers and the participants had established a wide range of contacts, arranged evaluation sessions, and held individual discussions with all persons concerned.

This summary report presents an evaluation of the interim and final country reports with respect to the positive and negative experiences gained in the selected training measures. It also takes account of developments since 1978 and attempts to present a brief overview of the innovative vocational training measures introduced for women since that date.

The country reports differed in the extreme with regard to emphasis and were therefore difficult to compare. Moreover, some countries were only able to present incomplete or estimated figures with respect to the number of participants involved in measures organized in specific occupational fields.

II. General Developments Since 1978

1. Legal Background

In the period since 1978, the period under review in the CEDEFOP study on innovative vocational training measures for women in the European Community (at that time Europe/9, as Greece was not yet a member), all Member States have adopted in their national legislation the EC directives on equal pay for equal work (1975) and equal treatment with respect to employment (1976).

But with respect to the application of Directive 76/207/EEC concerning equal treatment of men and women in access to employment, access to occupational guidance services and vocational training, and working conditions, the Commission, in a communication to the Council in 1980,[4] reported that although it could be considered that the Directive had been satisfactorily implemented in terms of legal form - despite the proceedings against some governments now before the European Court of Justice alleging a variety of violations - considerable doubt still existed with regard to the credibility of the practical realization of the principle of equal treatment.[5] Greater, more intensive efforts must be made at all levels, particularly in the field of education and vocational training. This opinion, moreover, was one which found support among the national governments.[6]

At national level throughout the Community the legislation on equality of remuneration and equal treatment on the labour market is backed up by special bodies which bear the mandate of implementing a legally anchored policy of equality between the sexes. Some of these equal opportunities authorities are independent bodies, others form but one part of an administration. In no instance are their powers and scope for action as comprehensive as in the United States, where the Equal Opportunity Commission with its decentralized subsidiary bodies is empowered to file claims against employers who discriminate against women and also to carry out inspections backed up by substantial possibilities of sanction.[7] Positive discrimination (positive action taken in favour of women) is permissible in all Member States of the Community.

Article 2.7 of the Directive on equality in employment makes provision for deviation from the principle of equal treatment for men and women if the purpose is to provide a

counterbalance for the disadvantage suffered by women in the past. However, this is not to say that such positive actions would actually be carried out in sufficient number and to adequate effect.

The most extensive provisions are to be found in France, where a separate Ministry for Women's Rights was established in 1981. Legislation adopted in 1983 on equality of opportunity for men and women in working life incorporates the principle of temporary special measures to assist women in order to remedy the previous disadvantages suffered and establish equality of opportunity between the sexes. This applies in particular to the fields of recruitment, vocational training, occupational advancement, remuneration, work organization and working conditions. These special measures may be carried out within the framework of a so-called "occupational equality plan" which is negotiated by the trade unions. Under certain circumstances, exemplary equality plans may be eligible for govermental financial support.

In addition, in the event that an employer is found guilty of violation, the legislation makes provision for the judge to propose measures to ensure equal treatment for men and women in the firm concerned. These measures are intended to replace the traditional sanctions imposed in connection with such proceedings.[8)]

An interesting development, however, is beginning to emerge in the countries where the equal opportunities authorities are endowed with less extensive competence. In Denmark, for example, the National Council for Equal Opportunities proposed that equal opportunity counsellors should be employed in all employment offices. The counsellors are responsible for raising awareness and running information sessions for career guidance and job placement personnel on the subject of equality of opportunity, and

also for formulating strategies to overcome the problem of the gender-specific division of the labour market within the local/regional context. This work is carried out in cooperation with representatives of management, labour and the education and training institutions located within their catchment area. The exemplary programmes which are being developed in this connection are evaluated by a national coordination centre, and information thereon is distributed to a broader public. This approach, pursued since 1981, addresses not only the situation prevailing within the employment offices, which still presents problems with respect to equality of opportunity for women, but also makes provision for regionalizing and decentralizing equality policy.[9] Such a decentralization process is also in evidence in the Federal Republic of Germany, where the governmental equal opportunities authority (Arbeitsstab Frauenpolitik) forms part of the Federal Ministry for Youth, Family Affairs and Health and is endowed with relatively few powers. Each Land of the Federal Republic of Germany now has an equal opportunities authority; the same applies to many of the larger cities. The activities of these authorities include organizing training measures or guidance projects for women and providing individual assistance to persons litigating in the case of sex discrimination.[10]

The national equal opportunities authorities are brought together at European level in the Equal Opportunities Committee, which serves as an advisory body to the Commission.

2. Development of Female Participation in Vocational Training (Women and Girls)

Comparative statements on the situation of women and girls in vocational training and on the labour market in the Member States of the European Community still cannot draw

on any suitable statistical basis. This shortcoming, the subject of repeated criticism in the European Parliament, has still not been remedied, thereby diminishing to some extent the value of the following observations on vocational training and the labour market.[11)]

With respect to the field of general education it can be observed that girls have made good their former inferiority in terms of formal qualifications held at school-leaving age. Not only do almost as many girls as boys proceed to higher-level education institutions, the quality of their leaving certificates is also higher than that of their male counterparts. However, girls are still much less inclined than boys to opt for natural science subjects, a fact which puts them at a great disadvantage if they then proceed to seek work in industrial or technical fields of either the traditional or the new type. Decisions as to future occupation thus tend to be influenced at a very early point in time. Only in a few EC Member States are girls offered intensive orientation possibilities in the form of active school career guidance covering areas beyond the traditional range of subjects and occupations.[12)]

Girls also tend to remain in the general education system for a longer period of time[13)] and, in the event that a training track can be approached from either an educational establishment or a firm, they tend to take the school option. The decision to this effect is imposed on them by the increasing shortage of in-firm training opportunities and the fact that boys are often given preference when the available places are being filled. In some countries, moreover, there is a trend to transfer responsibility for vocational training back to the firms. Initial observations of such a development in the United Kingdom and Belgium indicate that this trend is not of beneficial effect to women and girls.[14)] Girls who are

interested in less stereotyped skilled occupations often fail to obtain a training place and have to be satisfied with the typical "female" training tracks leading to poorly paid, low-skill jobs.[15)]

Even today, two thirds of all young people who fail to find a training place are girls, this irrespective of the level of schooling reached.[16)] With regard to the remaining one third, it has been observed that a large number of the girls concerned participated in lower-status, short-term training courses. Where special promotion measures are introduced to support unemployed persons, girls are found to be at a marked disadvantage.[17)] On the other hand, training courses originally designed for women only with emancipatory objectives in mind are often opened up to men, with the result that men deliberately opt for training in a so-called female occupation and are then rapidly promoted to senior positions within that occupation (male nurse, elementary school teacher, kindergarten attendant, house management).[18)]

In some EC Member States remarkable efforts are now being made to put an end to this additional disadvantage suffered by unemployed girls in the search for a vocational training opportunity by addressing clear recommendations, often backed up by financial promotion schemes, to the providers of training; it is hoped that this will afford girls better prospects than has hitherto been the case of finding an opportunity to learn a skilled occupation.[19)]

Adult women wishing to return to working life after a period spent raising a family are in even greater need than girls of counselling and other support services. They are less well informed on the situation prevailing on the labour market and are too often inclined to be persuaded to accept short-term or outdated training courses leading to low-skill jobs.[20)]

These women are clearly the losers at a time when in many European countries funds for the intensified efforts to combat youth unemployment are being raised by virtue of a reallocation of resources to the detriment of initial and continuing training for adult men and women, this being backed up by restrictions or preference systems to accompany promotion schemes.[21] In its evaluation of measures taken within the EC to combat youth unemployment by means of vocational training, CEDEFOP arrived at the conclusion that the promotion of unemployed youths and adults must not be regarded as an "either-or" issue. Instead of launching a large number of youth schemes with doubtful objectives and prospects, more innovative measures for adults can often generate a job-creation effect with long-term implications which can also benefit young people.[22]

The increasing disadvantage suffered by girls and women wishing to return to work has caused a number of women's networks, community women's committees and self-help groups to be set up in several EC Member States with a view to supporting other women in their efforts to become trained and find employment. These groupings often work in close liaison with the meanwhile operational equal opportunities authorities at national and regional level. The activities of the women's networks extend considerably beyond the mere provision of support for individual projects to include establishing a mesh of such groups and acting as a pressure group in both community politics and also at national level. Networks of craftswomen have been set up in the United Kingdom, Denmark, the Netherlands and the Federal Republic of Germany, and some of these have even started organizing a more appropriate form of training for women wishing to find access to male-dominated occupations.

3. The Situation of Women on the Labour Market[23)]

Although the labour market in the Member States of the European Community has absorbed a considerably greater number of women in recent years, it has largely remained by the traditional sex-specific placement patterns.

Women represent only one quarter of the industrial workforce. Their additional employment has mainly been found in the services sector, with women now holding almost as many positions here as men. The jobs concerned, however, are predominantly poorly paid, low-skill positions. Increasing even more rapidly than the employment rate among women, however, is the number of part-time jobs for women, a fact which has to be taken into consideration when assessing the high rate of female employment in countries such as the United Kingdom and Denmark.[24)] In some countries, women holding full-time jobs are subtly being pressurized to change to part-time work in connection with rationalization and austerity plans.[25)] Jobs in typically female-dominated occupations are increasingly being offered on a part-time or other flexible basis only, forms[26)] of employment which correspond more to cyclically fluctuating corporate requirements than to women's needs for economic independence and security. Many part-time jobs are concentrated in areas where skill levels are low, training and promotion prospects poor, and responsibility minimal.

Family responsibilities, which are still normally expected to be incumbent on the woman, represent a major handicap in any search for training or employment opportunities; this is in contrast to the fact that family responsibilities tend to be regarded as an asset among men. Even in the case of single mothers with children in need of care - a category which is continually expanding in the EC - this stereotyped behaviour pattern has led to a situation where these women are particularly severely affected by unem-

ployment. At the same time, however, their representation in the workforce has increased rapidly as a consequence of their uncertain social and economic situation.

Reflecting a trend evident among many employers, employment offices in their placement activities often give preference to men, in particular in connection with well paid sectors or positions of responsibility. Any decision to offer women support in undergoing a course of vocational training is largely influenced by the current demand situation on the labour market and is less likely to be connected with more desirable developments which might be able to reduce the inequality of opportunity suffered by women on the labour market.

Financial incentives intended to promote the training and employment of women have so far predominantly resulted in an even greater concentration of employment in typically female areas such as commerce, the administrations, and the social services. It remains unclear, however, why in the final analysis only part-time jobs or no long-term employment were forthcoming while women were underrepresented where support was specifically made available for the creation of permanent jobs. The ever diminishing number of vacancies has a particularly adverse effect on young women who are entering the labour market for the first time and older women who are returning after a lengthy period of inactivity. More than one half of all job-seeking women (53%) in the EC are under 25 years of age. Returnees to working life are severely affected by long-term unemployment.

The above outline of the ever more difficult situation encountered by women on the labour market is based on official statistics published by the individual countries concerned. Non-registered female unemployment, which some experts estimate to be almost twice as high, warrants

closer consideration in future. Cuts in government spending in virtually all EC Member States have affected women more severely than men in the social security field. Women in search of part-time work, women who are not the breadwinner for the family, and women returning to working life, when registering as unemployed or applying for unemployment benefit, have in some instances found that their claims were rejected or that an extended period of preceding employment was required, thereby precluding their eligibility. These cuts are all the more grave insofar as they usually imply that the women concerned also forego any claim to a subsidized course of vocational training.

Cuts in the social services are detrimental to women in two respects: firstly, women's jobs such as have recently been created in large numbers, particularly in the public service, are thereby eliminated, and secondly, their family situation deteriorates on account of the additional pressures and represents an obstacle to their taking up a job or participating in a vocational training scheme.

Initiatives launched by women to establish cooperatives with a view to securing their own employment - and in many cases more favourable working conditions - are typically found in these sectors where they can meet the still existent demand for services subject to government cuts - at least as long as this demand is backed up by an ability to pay.

In some Member States, even government bodies have recognized the latent job-creation potential which can be mobilized by means of small enterprise promotion schemes. Only in rare cases, however, is the massive government budget for promoting small enterprises also accessible to such women's cooperatives. In the Federal Republic of Germany, for example, the majority of loans to support the establishment of new businesses are tailored to suit the

needs of the production sector. Most of the enterprises established by women, however, are located in the services sector.[27)]

In Belgium, ONEM has taken a courageous step in this direction. Here, experiments are being carried out with training/retraining in groups, with emphasis being placed on both the qualification process and on the participants' ability to conceptualize new employment opportunities. This new form extends beyond the legal definition hitherto adopted to cover the concept of vocational training. Approval and the continued promotion of the participants is dependent not on a selective evaluation of each individual phase but on the objective of the retraining process.

Here, classical training methods are used to transfer the more general type of occupational knowledge and skills. These are backed up by special project pedagogy methods which are intended to offer training in certain behaviour modes, reasoning approaches and implementation techniques (techniques of creativity, expression, analysis, evaluation and action models). Accordingly, the following are offered in parallel:

- back-up general education programmes,
- training programmes to upgrade skills,
- training programmes to promote conceptual abilities and action capacity.

The training personnel assume a variety of roles and duties. They serve as instructors and trainers, driving forces within the group, project personnel, etc.

Such an experiment concerning an auxiliary paramedical occupation has just been completed in Brussels. Its outcome was that a group of some 20 women who had previously worked as cleaning and catering personnel and had but few

educational qualifications could find employment as family helpers in a social services centre which had been established by the participants in the scheme. This was possible because the women received training to a standard which made them eligible for the training as family helpers offered in the technical colleges. Such small groups set up to create their own job opportunities, by virtue of the support they are given by a back-up team composed of local politicians and representatives of management, labour, and regional institutions, find themselves in a favourable negotiating position and can avail themselves, where necessary, of considerable pressure.[28)]

In Italy, too, there is evidence of a strong trend towards the establishment of women's cooperatives. Undoubtedly of positive effect here is the fact that the measures taken to train for and launch such an initiative to establish a cooperative are also intended for particularly disadvantaged target groups: older women and women who wish to return to working life after a lengthy break. In all Member States, one segment of the so-called "grey" market (in particular in the social and welfare sectors) is being professionalized by the introduction of such cooperatives, and at the same time courageous new projects to break into entirely new fields of activity such as computer services are also being launched.[29)]

III. Evaluation of the Measures Selected

1. Criteria of Success and Failure

Even at the time of their selection, the innovative vocational training measures for women as reported to CEDEFOP in 1978 did not fully comply with the criteria adopted. In general, these criteria required that participation in the training measures should give women more favourable prospects on the labour market and also improve their

promotion prospects. In the longer term the measures were to make a contribution towards ensuring a more equal distribution of labour within the family, at the work-place, and in society in general. The vocational training measures were to meet these criteria by preparing the women for access to occupations in which men predominate or by facilitating access to a more highly skilled occupation or their return to the labour market after a period spent at home.[30)]

In the conclusions they present, the individual country reports differ considerably in the manner in which they approach the above yardsticks. The British report admits with the benefit of hindsight that none of the courses now comply with the criteria adopted in 1978.[31)] Similarly self-critical is the report on the situation in the Netherlands, which by way of compensation is able to report more extensively on positive new developments in favour of women.[32)] The Belgian report states that one third of the courses failed to fulfil the criteria and two further courses were only partially in line with them.[33)] The French rapporteurs introduced a new criterion which sheds new light on several otherwise problematic courses: the personal benefit accruing to the women by virtue of their new orientation, their increased self-confidence, and the new contacts acquired from participation in the course.

One of the principal criteria for assessing the success of the measures was whether or not they led to integration into the labour market in employment which was in line with the training undergone. This objective could be achieved in most, but not all cases. In view of the tight situation on the labour market, however, access to employment which was not in line with the training received or was in "largely female-dominated areas of activity" was likewise regarded as a positive outcome. One example in

this connection was that of the trained painters and decorators who accepted sales work in a specialized retail outlet for painting and decorating materials.[34] Another example concerned women who had undergone a course of technical training but ultimately returned to their previous, predominantly female field of activity. They had been motivated and mobilized by means of the training undergone, and even if they failed to find access to their new, male-dominated occupation, the programme has nevertheless assisted them in finding their way back to working life.[35]

It was not only in the unsuccessful courses but also in those which could ultimately be termed as successful that there was repeated evidence of errors which could have been avoided and from which much can be learned. From the wealth of self-criticism which was forthcoming in all reports, attention was repeatedly drawn to shortcomings having parallels in other measures or considerable significance with respect to subsequent negative developments.

2. Labour Market Development and Occupational Choice

The crisis on the labour market has effected a drastic curtailment of women's employment prospects in all Member States. This development has affected not only the women who were trained for the "classical" female jobs but also those who had opted for training in a typically male-dominated occupation.

Technico-industrial sector

As is emphasized in several country reports, training for a male-dominated occupation has meanwhile become a risk factor of which the trainees and the training institutions or firms should be fully aware.[36] This is particularly true of low-skill occupations or overly specialized occu-

pations such as is the case with telephone technicians in the Federal Republic of Germany, who can only find employment with the monopoly-holder, the Deutsche Bundespost. The French report raises the critical question as to whether it is at all acceptable to inflict a further disappointment on unemployed women who trustingly agree to undergo training of this type.[37] The initiators of vocational training measures bear a special responsibility here for carrying out suitable accompanying measures. Nevertheless, it must be emphasized - and this is borne out by comparative data from German sources - that the risk involved under pilot project conditions appears to be no greater than in the case of regular training for typical women's occupations.[38]

Unskilled jobs in manufacturing industries have long since been open to women even without any specially sponsored training courses. An investigation cited in the Dutch report on women who had sought employment in male-dominated occupations in this sector at their owm initiative showed that the majority were young and unmarried, had a low educational standard, and usually were not offered any opportunity to undergo training.[39] The work concerned consisted of straightforward, monotonous actions which are easy to automate. Training for jobs of this type was available in both Italy and the United Kingdom. Just how low the level of skill required actually was became clear from the UK project, where, after a brief period, the length of instruction was reduced from 48 weeks to 17 weeks.[40]

In the Italian training programme run by ECAP CGIL in Modena, young unemployed women were to be trained over a two-year period for work in the production of electronic components. By the end of the first year of training, only two women were still attending the course, and only one of these commenced the second year of the programme.

The course concerned was a regular training programme which had previously typically been intended for male trainees.[41)]

In the case of the polyvalent training in electronics (620 hours) organized for unemployed women in the Province of Modena, the programme was specially adapted to suit the family and personal commitments of the participants. Whereas all women participating in the first course were subsequently able to find employment, such a satisfying outcome could not be achieved on the local labour market when the course was repeated.[42)]

The at least partial success achieved in terms of labour market integration in the United Kingdom by virtue of an in-firm period of practical training could not be followed up insofar as the competent ITB was abolished and no continuation measures have yet been planned, this despite the fact that demand for such semi-skilled manpower might still exist.[43)]

In cases where "additional" in-firm training places were introduced for girls, this often meant that the firm produced a surplus of trained personnel: recruitment after completion of training thereby becomes "uncertain, if not precluded from the outset".[44)] It was only in rare cases in the measures selected that guarantees were forthcoming concerning employment in the period after training. Such guarantees were usually only secured - as in the case of the German pilot projects "Girls in Technico-Industrial Occupations"[45)]- after laborious negotiations between personnel committees, employers and the usually very dedi cated research or sociopedagogic support teams acting on behalf of the women. This approach resulted in a high degree of retention in the training firm in posts which were in line with the training undergone. As was em- phasized in most of the country reports, the first job

exerts a decisive influence on the women's future careers. If immediately after training they are employed in a position which is beneath their training standard, they almost never succeed in finding a job which corresponds to their level of qualification, a fact which is borne out by German research findings; this is all the more true on account of their low level of regional mobility.[46)]

In Belgium, in-depth investigations have been carried out to determine the correlation between the permanency of labour market integration and the type of employment which women obtained after completing a course of technical training. Employers who were prepared to recruit women mainly ran very small businesses or were engaged in the public service or nonprofit organizations. Now, severely affected by the economic crisis, the small enterprises have had to have recourse to redundancy. The women - the last to be recruited, having the least occupational experience and not being heads of a family - were the first to be made redundant. In some instances the women were selected for dismissal because the employer feared resistance from male employees if these were served with notice of redundancy. In the case of the public service jobs, the women had obtained employment on the strength of short-term job-creation schemes. The ease with which government subsidies were obtainable ultimately operated to the detriment of the women. Their fixed-term employment contracts implied that the women could not be retained beyond the term specified. In order to be able to remain, they would have had to fulfil the customary requirements concerning nationally recognized qualifications. The certificate awarded them by ONEM, however, was not officially recognized.[47)]

This kind of discrimination in recruitment and dismissal not only applies to women who have undergone a course of training but is reported to be a general and increasingly

marked feature in several countries.

Since women in employment easily find themselves having to adopt a defensive posture in the event of corporate rationalization measures, their intensive participation in in-firm continuing training measures can help protect them against dismissal. In France, the women working at Servier laboratories and Thompson are trained to keep their skills in line with technological developments or market requirements. It has been found that these firms prefer to retrain their workforces than dismiss them. It would appear, however, that over the longer term anyone who is not willing or able to participate in the training will have to fear for her job. In general terms, there is evidence of a narrowing of the labour market in the technical sector which is representing an additional obstacle to women wishing to find access to (better paid) male-dominated occupations and is furthermore allowing the more easily accessible unskilled activities to be rationalized out of existence.

Services sector

The services sector, where the majority of women still find employment, is severely affected not only by rationalization measures but also by public expenditure cuts. Also included in this sector are many low-status administrative and "caring" occupations. Even training for occupations where demand is great, such as the courses in the Netherlands to train teachers for education welfare work or to prepare returnees to working life for care of the elderly, cannot be reliably reported as leading to access to employment.[48] At the same time, the demand for care services for children and the elderly has certainly not declined despite the cuts in the public services.

Where advanced training measures accompanied by a possibi-

lity of part-time training and part-time employment were offered to university-trained persons wishing to return to work, many of the trainees were able to obtain a part-time arrangement to suit their personal requirements and provide them with a second access into their profession. The tailor-made programmes organized for physicians and social workers in the United Kingdom are examples in this connection.[49] Here, however, the physicians were not permitted to work fewer hours than 50% of the full-time contingent, a fact which meant that they finally obtained "permanent" part-time posts. During the time that the programme was being extended from its regional base to the national level, it was possible to convince the public health authorities that it is indeed feasible to carry out such highly qualified work on a part-time basis. In the case of the social workers, the original advantages of a flexible approach to re-entry to working life (from occasional duties on an hourly basis to regular part-time employment), ultimately proved to operate to the detriment of those women who wanted to return to full-time work at a later date. Because of the cuts in the social services there is evidence in several countries of a tendency to transform the flexible worktime arrangements originally introduced to accommodate women's needs into the norm. In other words, a declining number of full-time positions are being created in the social services.[50]

In Northern Ireland, women were also offered training in traditional occupations such as wholesale and retail trading and were initially able to be placed in suitable employment. The original success, however, could no longer be repeated when the unemployment rate in the region jumped dramatically. This led to the closure of the courses.[51]

In Sardinia, women were given an opportunity to undergo basic training for work in the rural tourism industry.

The training improved not only the material situation of the women concerned but also the quality of the tourism services offered - a factor of considerable importance to the development of the region.[52)]

New technologies

Despite the comprehensive recommendations filed by the Commission on Europe and the New Technologies and the concomitant appeals for a reorientation of vocational training, despite the substantial resources made available in the Member States for action in this direction, the women themselves hitherto appear to have benefitted in but scant measure from these "new opportunities". In instances where the training is for jobs generated by new technological developments, the training, if not sufficiently broad-based, can rapidly be devalued by the speed of technological advance. This was the case in France in connection with a project to train women in refrigeration technology, where the instruction was initially too highly specialized. The introduction of frozen food was followed by a rapid industrialization process within the sector which was linked with a marked process of concentration at commercial outlet level. Once the products had become firmly established and development stagnated, the team of travelling refrigeration specialists were found to be not suitably qualified for the initially envisaged comprehensive programme of shopkeeper counselling. The training courses were therefore redesigned to place less emphasis on the technology and more emphasis on counselling and sales techniques; thereafter, in the event of a shortage of suitable positions, the women were able to take on positions in other counselling and sales fields. The content of the electronics training provided for the personnel at Thompson is regularly updated to remain in line with rapidly changing technological requirements.

Of the new training measures designed specifically for women, only few are intended to qualify the trainees for the production or application of the new technologies. One of the rare training opportunities of this type is the course now being planned in France to train women as technicians in the production of integrated circuits.[53] Plans of this nature are also being drawn up in Belgium: a new training track is to introduce an intermediate function between the programmers and the users of EDP equipment, a function which will offer job prospects for women in particular.[54]

In the United Kingdom, the year 1983/84 brought the initiation of measures to guide women towards occupations in the new technologies: a total of 140 women participated in the four-week orientation courses organized within the framework of the Wider Opportunities for Women programme.[55]

France with its newly established Ministry for Women's Rights is evidently the only country in which a noteworthy number of experimental projects have been launched with a view to preparing women for various occupations in the new technologies.[56]

Positive discrimination and promotion

An important factor in improving women's prospects on the labour market is a deliberate policy of positive discrimination. One example of such an approach was found in Belgium, where a bank had introduced a one-third quota for women in its university-graduate recruitment programme. In France the air arm of the armed forced introduced a regulation in 1975 fixing a quota of 15% women among its officers. With respect to the non-commissioned officers, for whom no proper quota system was introduced, a special plan provided for a certain number of workplaces to be reserved for women. The percentage actually attained is

currently 10%. These reserved contingents and the granting of equal rights and equal promotion prospects have enabled women to assume specialist posts in mechanical engineering, repair engineering, and air surveillance; formerly, they were confined to traditional fields such as administration and health care.

Firms in which internal promotion of women is a policy deliberately supported by means of career planning and training schemes were found to achieve particularly positive results. The United Kingdom report contains some encouraging examples to illustrate this point in connection with a number of industries. The publicity given to these measures - without precedent in the firms concerned - even gave rise in some cases to a snowball effect: more women than originally anticipated applied for training for management positions. Although none of the women penetrated as far as the top management level, there was a marked increase in their representation at middle-management level.[57)]

It was clear, however, that women are much more likely to be eligible for assistance if entering a new occupation than forinternal promotion on the basis of an already existing vocational training. Here, there still exists substantial scope for remedial work. However, courses in management cannot protect women from redundancy in industries affected by rationalization and concentration processes. Some of the participants in the textile industry in the United Kingdom were even made redundant prior to completion of training. The United Kingdom report is not able to provide any information on whether or not these women could have found alternative employment. However, it does express the plausible hope that the knowledge and skills acquired could be put to good use in other industries.

IBM has been running an equal oppportunities programme in

all Member States for ten years now. In the case of IBM France, it was found that although this programme had had positive effects with respect to the appointment of women to highly-skilled specialist posts in the technical field, difficulties still remained in the influential fields of company management and the board of directors. This is attributable not only to a certain resistance to the appointment of women to positions of command over a group of men but also to the fact that women are less intensely career-minded than men and less concerned with the acquisition of positions of power.

Regional and local aspects

To make any global statements on occupations with a future is more difficult today than ever before. A specific local or regional demand which was responded to by the organization of training measures was found to be more likely to result in recruitment than some of the supraregional training programmes. In Italy, training planning is already carried out on a decentralized basis. The Danish training courses serve as a particularly clear example to illustrate the significance of the regional basis for unemployed young people and the long-term unemployed. Only by means of intensive liaison and cooperation with the local authorities, employment offices, and employers was it possible for these programmes to achieve their objective, namely, the integration of the trainees in a more advanced training scheme or a semi-skilled type of employment.

In cases where the training scheme proved to be an occasion for creating additional jobs, as in that of the production cooperative for non-British women in the United Kingdom, this can imply that the trainees thereby find permanent employment and the wage costs can gradually become independent of wage cost subsidies.

On the basis of these and many other convincing examples, in November 1983 the EC Commission presented an action plan by virtue of which local employment initiatives may be eligible for special support from the EC Social Fund.[58)]

3. Participants

One conspicuous feature mentioned in the majority of the reports is the high degree of motivation with respect to further training. Middle-aged and older women were found to be particularly highly motivated. It was found, however, especially in the case of training in the technico-industrial sector, that special promotion measures (e.g. an introduction to the training measure proper) which are designed exclusively for women and provide basic information on machinery, tools and the accompanying terminology are particularly beneficial. At the same time, it became clear just how important these orientation courses are in terms of providing general information on possibilities for occupational and personal advancement. The new personal contacts which the women were able to establish in these preliminary courses often served as the foundation stone for a women's support group which was operational during the training phase proper - in many instances non-segregated - and for building up an occupation-specific women's network after completion of training. It was even reported that job referral systems were operational within these groupings. The groups also provided an opportunity for discussing personal and family problems which, in the case of training courses for traditionally male-dominated occupations, had remained hidden until revealed by the atypical role situation.

If, as in the United Kingdom, the iniative with respect to training provision is passed back to the women concerned instead of being promoted actively by the state, women's

shortcomings with regard to voicing and pressing for acceptance of their demands tend to operate against the women themselves.[59]

A substantially lower level of motivation was discernible among younger women on account of the shortage of training opportunities. This negative attitude often starts with the feeling of having to participate in a course or with being misinformed as to the objectives of the training. In addition, there is a fundamental rejection of the working world in its contemporary form and also a lack of financial backing. Moreover, many girls still have fixed ideas about traditional women's occupations, an attitude which is reinforced both at school and at home and where much remedial work remains to be done.

For many women the attainment of economic independence was an important motivating consideration for participating in the training measure. The maintenance allowance which was payable during the course and which often amounted to more than the previous wage, also constituted an important incentive for participation. In France, many of the women who had attended a course in retailing spare parts in the automobile industry reported that their earnings prospects were very poor in this occupation, with the result that the majority ultimately changed occupation and the organizers cancelled the course.

In Belgium, insurance agents were hesitant about seeking promotion to the position of inspector. Although this post represented promotion with slightly higher earning prospects, viewed in the light of the working conditions involved (hours of work, outside work), it hardly appeared attractive.[60]

In France, AFPA organized sensitization and pre-promotion courses for non-traditional occupations. These were ulti-

mately modified, partly with a view to offering the participants a greater range of options (11 occupations instead of two). For the women who wanted to train for a non-traditional occupation, neither their home background nor their schooling had afforded them an adequate preparation for such an option. The granting of a bonus in connection with preparatory test procedures proved in most countries to serve little purpose insofar as no corresponding remedial courses were offered to make good the educational deficits. In Belgium, for example, certain physical criteria in the selection procedure were modified for women applying for recruitment to the armed forces. But no programme, methodology or backup measures were arranged in order to rectify deficits in educational level.[61] Even when women had a technical education which was equivalent to their male counterparts' in formal terms, it often proved to be of lesser value because in the traditional educational establishments teachers seem to pay less attention to girls than to boys. This was observed in the case of the training to monitor machine tools offered to female personnel at Sabena. The women were in particular need of assistance at first in the handling of tools and the use of technical terminology.

The younger the trainees, the less developed was their personality and the scanter their experience of life. This proved to be the real asset held by the returnees to the labour market, an asset which they were able to deploy to advantage in their new work. Advisory activities such as automobile retailing in France were found to call for a certain level of maturity. Whereas women aged between 30 and 35 attained a high placement rate, their equally well trained younger colleagues aged between 18 and 21 encountered nothing but rejections in their search for employment. Shortage of funds and restricted regional marketing possibilities ultimately meant that no further course was organized for women over 25 in the St. Etienne region.

In France, a continuing training project organized for women working in a pharmaceuticals company resulted in a general upgrading of the qualification level among the workforce. Under the terms of the official so-called solidarity pact, 23 older workers accepted the offer of early retirement with the result that 23 younger women who had been suitably trained could be recruited. In the medium term, all the personnel will have to undergo such a course of training. The upgraded qualifications also imply an upgrading of the occupation.

The lack of consideration of the traditional family situation in which most women in Europe still find themselves resulted in a number of additional problems. If a young woman became pregnant during training, a small firm would not normally provide support and the training would have to be abandoned. Family responsibilities, too, if not given due consideration, led to a marked decline in performance, as is shown in the Belgian report, and even in some countries to course abandonment. The absence of support persons or groups was very much in evidence here. Work offering a relatively large measure of independence but which involved canvassing or irregular working hours, or work on a shift basis (for example, with the police force), caused a large number of women to change their occupation sooner or later because they could not reconcile these problems with their family responsibilities.

Only scant attention was paid in the evaluation of the training innovations to the problem of child care. The French report included the criticism that none of the training measures in France took account of this problem and that in some instances it in fact represented an insurmountable obstacle for interested and participating women.[62)] As the more recent examples of training train drivers and manageresses in the Netherlands show, this

problem cannot by any means be regarded as solved. In the general part of several of the reports, attention is drawn towards a tendency for the situation to deteriorate insofar as governments are inclined to impose cuts in the social infrastructure and services such as kindergartens. It is pointed out that the feminization[63] of part-time employment has a particularly adverse effect on the division of labour between the partners with respect to family responsibilities and employment and also on the economic independence of the woman. A solution to this problem of family responsibilities is therefore more likely to be found in a reduction in working hours for both partners and improved social services.[64]

Additional expenditure was incurred in some instances to the extent that the presence of women in the workforce called for separate toilet and washing facilities, different work clothing and sometimes adjustments to machinery. The Italian rapporteurs learned from the organizers of special measures designed exclusively for women that these are not to be continued because of the considerable additional organizational and financial investment required.[65]

In the event that shortcomings in the training became evident, in mixed courses women reacted with greater restraint and were less demanding than their male counterparts. The Belgian report points out that women find themselves in a disadvantageous situation when undergoing training insofar as they are more inclined to accept the production pressure in the firm where they are training and also because they obtain less in the way of learning materials and tools than their more concerned male counterparts.[66]

The additional investment required to differentiate the measures according to the life situations and needs of the

women concerned proved to be worthwhile. Success in such differentiated opportunities was measured not only in terms of the acquisition of a new job but also in terms of the development of a sound measure of self-confidence among the trainees.

Although women gained more self-confidence by virtue of a comprehensive course of training, in some instances this presented them with additional conflicts in their social environment, an environment which sometimes was not in a position to handle such new qualities or placed only little store by them. The report on the situation in Italy, where family roles are undoubtedly still more strongly conditioned by tradition than in the more northerly Member States, even concludes that occupational promotion measures can be regarded as positive with respect to the occupational aspect but tended to be negative with respect to the socioeconomic situation of the women concerned and their families.[67)]

4. Training Firms and Training Institutions

Problems of access

Generally speaking, for women with traditional family responsibilities in particular but also for girls living outside the major towns, a place of training which is near to the place of residence had a positive influence on access to training and also on the outcome of training.

Where this proximity was not given, flexible, free-of-charge transport facilities such as the minibus service offered in connection with in-firm continuing training at Thompson CSF and at Servier pharmaceuticals company in France made it easier to attend the course and also to reconcile continued employment, training and family commitments. These measures were also exceptional insofar as they took place during normal working hours and the participants continued to receive their salary during training.[68)]

From the country reports, however, it became clear that such valuable backup arrangements were normally offered only in connection with corporate initial or continuing training measures, not, by contrast, in the case of measures for unemployed women. Yet for this category of women in particular, distance to the place of training presents a problem in terms of both the cost and the time involved. The cost of travel by public transport rapidly mounts up, and cannot be covered from unemployment benefit or social security payments. The time investment required represents a greater problem for unemployed women because, unlike working women who have necessarily had to make permanent arrangements for child care, they cannot rely on the fact that their children are under supervision. Women living in rural areas often encounter similar problems if the training course which they wish to attend is offered in the nearest town.

The training institutions which address not working women or "family helpers in the business" but unemployed women are indeed aware of these problems. Nonetheless, they normally do not have the financial resources required to provide child care facilities and transport in all cases where these might be necessary. An alternative approach to dealing with these difficulties - one which is normally formulated as a reproach to women - is the decentralization of training provision, as is already customary in Italy and is now being encouraged in the United Kingdom and France. But even decentralization cannot eliminate all the problems: after a protracted period of hunting, the spot ultimately found in Manchester, UK, for locating a sewing cooperative for foreign women was not accepted by the participants without considerable persuasion. It was in a district with a notoriously bad reputation, and the women feared that learning and working there could have an adverse effect on their own reputations.[69)]

Proximity to the place of residence, however, in some cases also led to a change in the (regional) registration and selection authorities concerned. If these were not sufficiently prepared with respect to the women's problems, traditional discrimination mechanisms could once again predominate. As is clear from the example of the training for occupations with the armed forces and the police force in Belgium, much ground has yet to be covered before equality of opportunity de jure can become equality of opportunity de facto. Here, too, inadequate sensitization work among all concerned resulted in a number of shortcomings which could otherwise have been averted. Consideration was never given, for example, to how the women with family responsibilities would be able to accommodate the harshness and timetabling of these training courses. Nor were any special support measures or special training methods devised for the female trainees. These facts have been partly responsible for the marked decline in enthusiasm among women about penetrating these male [illegible]mains.[70)]

Innovation at various levels

In some cases in which a policy of positive discrimination had been applied to women in the recruitment and training process within the firm, substantial resistance was found to be forthcoming from male colleagues who considered themselves to be disadvantaged. Even where carefully designed accompanying measures were initiated, as in the case of the German pilot projects to open up technico-industrial occupations to women, it finally had to be admitted that the unpleasantly rough tone and prejudices against women at work could not always be eliminated.[71)]

In some cases where women who had been given special support in the training were subsequently offered promotion within the firm, they were made to feel the envy of male and female colleagues who considered that they had been unjustly treated. In Belgium, an insurance company first offered its training course leading to qualification as an insurance salesperson to its secretarial staff, this despite the fact that the women's education level would not normally have made them eligible for the course concerned. The offer was made because the secretaries would otherwise be in danger of losing their jobs after the introduction of word processing facilities.[72)] In the wake of the dissatisfaction expressed by the women's colleagues, these too were given the opportunity to undergo the training.

In some of the training measures the innovative feature was more the mere fact that women were accepted for training than that any change was made in the content or the didactic standard involved.

The training for industrial occupations encountered more problems than the mere fact that it concerned poorly remunerated activities, many of which were devoid of promotion prospects. Many women chose to abandon this type of technical course because of the strongly Tayloristic type of work involved with its concomitant high degree of monotony and demanding requirements in terms of discipline.[73] Even the relentlessly tough parts of the training for service in the armed forces and the police force were evidently less difficult for the women to tolerate than this under-demanding, stressful type of activity.

Other innovative elements had to be introduced before the measures could produce the desired effects. Preparatory courses and orientation measures proved to be a form of special support for women which was often of decisive importance to the success of the training proper. The introduction of modular systems, distance learning schemes (Open Tech, Open University) and didactic innovations such as project-oriented instruction proved to be creative and effective forms of training from which not only women were able to benefit. Although no male control group within the mixed training groups was monitored, it can be assumed that the male participants, though accustomed to the traditional teacher-centred approach to instruction, were able and wanted to benefit equally with women from more modern, stimulating teaching methods.

The type of training firm or training establishment concerned influenced the outcome of the training courses in various ways, of which some were country-specific. Whereas in the Federal Republic of Germany off-the-job training often proved to be disadvantageous for girls in their subsequent search for a first job, in Denmark training of this type resulted in a particularly high success rate on

the labour market. One special feature of local and regional training establishments in Denmark is their specific project-oriented learning approach, a concept which conforms with a tradition in the Danish eucation system. It has proved to be a particularly effective method for the problem groups represented by unemployed young people and the long-term unemployed. The integration of training, work and life routines is likewise a very beneficial aspect. By way of example: a training and production school in northern Jutland has arranged for its courses in metalworking, carpentry, weaving and sewing to be supplemented by domestic science courses so that its trainee residence can be run on an autonomous basis. This practical context also provides a background for the young women and young men to discuss and practise the sharing of domestic work. The products manufactured in these vocational training institutions during the course work are not "apprentice's scrap" but are offered for sale in project-owned retail outlets. The existence of real-life customers demanding a certain product quality has provoked among the trainees a positive reinforcement of the motivation to learn and work.

The same positive effect was found to result from encouraging trainee cooperation and co-determination in the planning and implementation of training and also from promoting individual initiative and self-help projects. For training which takes place in normal firms, certain constellations of circumstances have proved to be particularly advantageous. These include support from the personnel committee, colleagues, and, more particularly, the political will among the management to pursue a policy of positive discrimination in favour of women in order to ensure optimal utilization of the available human resources. This applies as much to the recruitment of women and safeguarding their jobs in crisis situations as to the humanization of working conditions and a deliberate policy

of career planning. Examples of a humanization policy which operates to the benefit of both the female workforce and the firm can be found in the Belgian and French reports. For the women workers at the Fabrique Nationale d'Armes in Belgium and their colleagues in the pharmaceutical industry in France, the humanization measures involved the introduction of flexible production units permitting a varied type of activity which could be carried out on a relatively autonomous basis in contrast to the traditional monotonous work at a single workplace. A similar concept formed the basis of the training plan developed at the Fabrique Nationale d'Armes, which provided for greater versatility and more advanced skills among the workforce.[74] In the administrative field, the example of the Lambert bank in Brussels shows that even for typically female occupations such as that of the secretary, it is possible to introduce an enrichment of the work content and new prospects of promotion. Drawing on their profound knowledge of the corporate work situation, the women concerned here were able to submit proposals during the training seminars regarding a revision of their job description. The trend which emerged showed a shift from the secretary as clerical assistant to the boss to the secretary as a responsible colleague. This might mean, for example, that the secretary would consign more typing work to the firm's typing pool, thereby gaining more time for new, possibly organizational duties.[75]

In the three British management training programmes organized for women, the right reserved by the director or head of the personnel department to submit their own proposals was found to serve a useful function in the event that the women were restrained or lacking in self-confidence. Such encouragement was no coincidence: a total of 990 managers had been familiarized within the framework of special awareness-raising campaigns with the need to promote women at work.[76]

5. Advisory, Research and Evaluation Measures

Support for the measures from advisory or research teams was by no means the rule. In many cases this fact made for problems in the subsequent evaluation process. It also meant that some of the shortcomings were not recognized sufficiently promptly to be remedied. Some undoubtedly remarkable innovative measures therefore remained more or less at a standstill, with each successive course having the dubious honour of repeating the mistakes of its predecessors.

The advisory teams, however, also proved to some extent to be an additional hindrance, in particular in connection with in-firm training courses, where the type of short-term research contract offered for this work tended to attract beginners with neither the industrial experience nor the institutional clout required to serve as a motivating force for change.[77] Sometimes the teams found themselves at a loss when confronted with the complex interest structure presented by trainees, colleagues, trainers, personnel committee, and management.

The advisory support provided for the training programmes was particularly beneficial in cases in which it extended beyond the traditional analytical approach in the direction of distinctly action-oriented research. This also implied that efforts were made, beyond the duties set out in the contract, to gain support for the women among their colleagues, the personnel committee, their immediate superiors, the trainers, and the management. In the Federal Republic of Germany this sometimes called for special awareness-raising measures to be organized for male instructors prior to commencement of the training courses. During the training, some of the support teams offered a sociopedagogic back-up service on an individual or collective basis.[78]

6. Publicity

Too much publicity and too little publicity for the innovative measures for women were found to be equally harmful. Where the publicity was inadequate, it was virtually impossible to eliminate the traditional prejudices still harboured by many of those involved. If too much attention was drawn to the measures or even to individual trainees, the result was often that the women concerned were exposed to envy and a begrudging attitude among their male colleagues. The conclusion to be drawn from these observations is that press coverage and other forms of publicity have to be planned and implemented with a large measure of care and sensitivity. Only thus is it possible to strike a balance between the need to publicize a scheme (in order to recruit participants) and the need of those concerned to maintain a low profile.

Generally, the country reports indicate that the publicity by the media, which included reports in local and national newspapers and on radio and television, was of positive effect and operated in the longer term - although there was no precise substantiation of this - in the direction of a change in public opinion in favour of working women. The media campaigns sometimes had the short-term effect of provoking a spontaneous and not immediately satisfiable demand at the employment office and the training institutions. In the Federal Republic of Germany, the continued support for the pilot projects to open up the technico-industrial sector to women has lent an air of credibility to the call for skilled training opportunities for girls. Girls who wish to enter occupations in the technico-industrial sector are now regarded less as strange exceptions, and the experience gained with the pilot projects is gradually causing ripples as far back as the general

education establishments, which are now offering more instruction intended to broaden the occupational choice open to girls.[79)]

The national and regional authorities in charge and the training institutions concerned together developed a large amount of information and sensitization material ranging from leaflets via video films to practical hints on policy implementation. The women and girls who had undergone training were also successfully employed as multipliers at information events and orientation courses, likewise representatives of firms which had positive results to report from their experience with training programmes for women and girls.

7. Funding

Generally it can be observed that governmental financial incentives can be effective in launching the notion of training and employment for a female workforce. Such a concept should not, however, be made dependent on them. When recruiting their female staff, many firms had been attracted largely by the offers of bonus payments and subsidies, schemes which jeopardized the success of the entire measure when public funds were cut. Even most of the employers who had been successful in their project to train female personnel reported that their future recruitment of women would depend on the continued availability of such financial assistance.

The type of financial support payable to the trainees, the training firms and training establishments varied in accordance with the specific features of each national vocational training system or a particular pilot project, and it is accordingly difficult to derive any generalizable information in this respect. Nonetheless, there were concurring reports from several Member States to the ef-

fect that an adequate level of wage cost subsidization or maintenance allowances payable to the trainees, instruction which is free of charge or commands an only modest contribution, regular bonuses and other payments to firms which are willing to provide training, and an overall, long-term policy of promotion all have a positive impact.

Despite the need mentioned in all the country reports to convince employers of the benefits of funding initial and continuing training courses for their female workforce, the importance of providing information on external funding possibilities from government sources should not be overlooked. A "European Handbook" on funding possibilities for initial and continuing training such as was proposed in connection with the evaluation of CEDEFOP Action Programme II could be of use to interested firms.[80)]

Of the 126 innovative measures covered by CEDEFOP Action Programme I dating back to 1978, 16 organizers of initial and continuing training had been granted, in addition to national funds, grants from the European Social Fund to finance training schemes for girls and women in so-called traditionally male occupations.[81)] Grants from the European Social Fund were likewise awarded to some of the in-firm initial and advanced training measures covered by CEDEFOP Action Programme II.[82)]

IV. RECOMMENDATIONS ON VOCATIONAL TRAINING FOR WOMEN IN THE EUROPEAN COMMUNITY

These recommendations are based on an evaluation of the 126 innovatory vocational training programmes organized for women in nine Member States of the European Community, on proposals which were submitted to CEDEFOP by various countries as supplementary material and on the findings of a preparatory conference held by CEDEFOP in Berlin in February 1984. At the CEDEFOP Seminar, " Equality of Opportunity and Vocational Training - Review and Prospects " which was also held in Berlin from 26-28 September 1984, the first draft of recommendations as laid out in the synthesis report " Equality of Opportunity and Vocational Training - Five Years On..." was presented to the participants from all EC Member States. The recommendations were discussed and additions made in two study groups (1. Orientation and Training, 2. Framework for Orientation and Training). The conclusions reached in the course of the seminar have been integrated into the final version presented here.

1. School and Vocational Orientation

- All individuals concerned should be aware of the fact that even in the first years of schooling, the images which are presented of women and men exert an indirect influence on the occupational orientation later adopted by girls and boys. With this in mind, all curricula and teaching materials in all subjects should be subjected to careful scrutiny.

- School subjects which follow the pattern of traditional sex-roles (sewing, domestic science, child-care, craftwork) should no longer merely be offered as options; they should be compulsory subjects for both boys and girls.
- As the new technologies are introduced into school curricula, it is essential that the related subjects form an integral part of the compulsory timetable for girls as well as boys.
- All individuals who play a role in determining the vocational orientation of girls or women such as parents, teachers, career advisers, trainers and journalists in the various media, should be placed in a position to contribute towards broadening the traditional range of occupational choice open to girls. A further training programme on issues relating to equal opportunities should be established as obligatory for teachers and trainers. Women's associations and groups would be most appropriate supporting bodies for further training measures of this kind. All those involved in career advisory services should also participate in a comparable programme.
- Schools and other training institutions should appoint " Equal Opportunities Delegates " or " Equality Counsellors " to be responsible for planning, realizing and constantly monitoring the success rate of moves to effect the equal treatment of girls. In their capacity as delegates or counsellors they should show explicitly that their respective institutions back the goal of equal opportunities.

- Schools should open their gates to the public, drawing parents, local associations and the world of work (industry and trade unions) into closer involvement with school affairs. Suitable didactic material should be collated to this end. Concrete forms of action could be for firms or trade unions to sponsor schools, for pupils to spend practical training periods in industry and for young employees of both sexes to give talks on their job experiences in schools.
- The range of training opportunities which happen to be available in one given region frequently depends on the particular features of the local economy. In rural areas especially, training provision tends to follow traditional lines. The choice of training opportunities may be further limited by the applicant's school assessment marks at a particular point in time. This should not mean that the apparent wider range of occupational aspirations among women is once again obliterated; the variety of aspirations should instead be reinforced by increasing the range of opportunities.
- The main guide for career orientation should be the personal plans which the girls or women have formed for their future. Here, attention should be focussed on the occurrence of role stereotypes.
- Vocational orientation must be regarded as a life-long process. Steps should be taken in adult education to cover labour Law, the specific conditions of the local employment market (available posts, contacts), job-seeking techniques and to deal with the issue of existing sex-roles and how these can be changed. Vocational training courses should simultaneously qualify unemployed men in particular for

sharing all chores and duties connected with the running of a home and family.

2. Labour Market

- Constant and close cooperation between employers, trade unions, local government economic and planning authorities and vocational training institutions should ensure that in any regional developments, the creation of employment and training opportunities for women is linked.
- Measures to reintegrate women into the labour market should, if given financial support, cover a period of several years. The creation of a parallel labour market on the basis of short-term reintegration or job creation measures has made little positive impact in promoting long-term employment among previously unemployed women.
- Women and girls should only be trained for traditionally male-dominated occupations if these are in growth industries, involve polyvalent skills and are well-paid (i.e. better paid than the average female occupation). Training for low-skill and poorly-paid technical-industrial occupations which are already being abandoned by men should be avoided. The same applies for training for occupations in which the demand for skilled manpower is already clearly on the wane.
- In view of the increasingly widespread application of the new technologies in the services and production sectors, all those involved in vocational training should without further delay be made fully aware of the negative effect this development will have on the number and quality of job opportunities for women.

The better prospects which the few highly-skilled new job opportunities in this field will provide should also be made accessible to women. This is not a reference to the new forms of work at home which telecommunication facilities will make possible - these are more likely to consolidate the disadvantages suffered by women in working life.

- The development of a broader range of part-time employment opportunities would assist women in certain life constellations to become part of the labour force (also in skilled positions). Care should however be taken to prevent more and more typically female-dominated occupations from becoming solely available on a part-time basis.
- Future labour market analyses and decision-making on occupational profiles or skills for which training is still provided, should take account of the fact that our society still has a strong demand for consumer-friendly products and new services (which may be traditional but meanwhile ousted in the name of rationalization).

An approach of this kind is particularly effective at regional level. Vocational training institutions should therefore also offer training in skills which women need for their - often unpaid - day-to-day work or creative activities if these skills could lead to an improvement of their work situation and simultaneously bring about a cultural and social revitalization within the local community or region. The range of decentralized services locally available could thus be expanded.

3. Vocational Training

- All those involved in the implementation of special initial and continuing training measures for women should be included in the planning process from the very outset. Special attention should be paid to ensuring that immediate superiors are made aware of such measures and updating training should be at hand. Efforts need to be made to substantially increase the number of women in these positions at least (as trainers, supervisors and also as career advisers).
- The recently emerging trend to attach priority to measures designed to combat youth unemployment should not be allowed to lead to any narrowing down of the initial and continuing training opportunities open to "older" women (over 25 years of age). Women with few formal qualifications and a low level of school education are in special need of greater encouragement in the form of refresher courses and broadly-planned career-orientation courses which relate both to personal factors and to the social reality. The schemes now available for young people should be examined to ascertain whether the assistance provided for unemployed girls is in fact commensurate with the large proportion of girls amongst the young unemployed.
- Initial and continuing training measures for girls and women should be offered as close as possible to their place of residence. If the training venue is at some distance from the home, arrangements should be made for special bus services with fare reductions or exemption in order to prevent financial hardship. Especially women in rural areas and those who depend on unemployment benefit or social security payments are in urgent need of such facilities.

- In rural areas provision should be made for "mobile training opportunities so that women who would be interested are not obliged to travel long distances. Cooperation between training organizers and all local institutions is necessary here (information campaign, availability of rooms, libraries,etc.).
- Further training for working women should always be scheduled within regular working hours since courses arranged in the evenings and at weekends normally preclude women with family commitments. The scheduling of vocational training programmes for unemployed women and women in rural areas in particular should be adapted to their personal life rhythms; normal industrial working hours should not be regarded as the only worthwhile norm. More courses over a shorter period of time would make it easier for women to decide to participate and then to stay the course. Skills which women have above all acquired as paid and unpaid work in the home and family should be granted greater formal recognition. Possession of these skills should facilitate access to related training courses (for child or geriatric social workers) and in appropriate cases, should entitle to exemption from certain subjects or sections of the training.
- All initial and continuing training opportunities for women should on principle incorporate flexible child-care arrangements. Such facilities are particularly important in the case of measures for the unemployed, single parents and women living in rural areas since these women can rarely arrange for their children to be looked after elsewhere. Improving terms for parental leave could also help many women whose husbands could take over family duties while they are training.

- The sociopedagogic or advisory back-up for monitoring pilot projects for women which are being carried out by Member States and/or the EC should not cease once the training has been completed. From the outset, the planning should cater for longer-term follow-up measures, eg. to monitor the subsequent search for employment and the impact of the training over a period of several years. Longer-term contracts for the research personnel concerned would also upgrade their positions vis-à-vis the training firms and other institutions involved.
- Educational measures for women only should be given continued financial support as these are particularly effective in preparing for any difficulties which may be encountered at the place of employment (of a personal nature or relating to political issues within the concern). In this way, more specific action can be taken to remedy any fundamental gaps in terms of technical knowledge or occupational experience.
- Vocational training courses should not only be held in isolation from industry. Practical training phases at certain intervals can help women to familiarize themselves with the daily routines in the vocation of their aspirations (in traditionally-run concerns or autonomous projects). The strain of actually beginning work at a later stage is then decisively reduced.
- Greater recourse should be taken to pedagogic project approaches which successfully integrate all aspects of the life and work situation of the participants into the training and involve the participants to a great extent in the planning and realization of the project.
- Modular training systems and courses using distance teaching techniques combined with course attendance could open up a valuable new opportunity for certain women in specific life situations.

- Financial incentives should be offered on a single payment basis to concerns or vocational training institutions providing training for girls or women for the first time; regular financial support in such cases should however be ruled out.
- The growing tendency for women's initiatives to offer women training and further training themselves particularly warrants special promotion.

4. Economic Independence

- Maintenance allowances made during periods of initial or continuing training should be higher than the allowances otherwise obtainable in the form of unemployment benefit or social security thus compensating for the considerably higher financial burden borne during such a period and providing an additional financial incentive to participate.
- When women are recruited (for first or subsequent jobs), provision should be made for the payment of a one-off premium which guarantees a minimum period sufficient to gather initial occupational experience.
- The assistance provided for establishing small firms, cooperatives and local employment initiatives should be tailored more specifically to meet the needs and social and material situation of (unemployed) women. The existing regulations should be systematically scrutinized for specific obstacles they may present to women. If changes are urgently needed, flexible transition regulations should be drawn up until laws and regulations can be amended as necessary. Special training and continuing training courses should be offered to prepare women for establishing small firms.

- Governments should ensure that programmes for setting up and promoting enterprises include a constantly growing proportion of women both in the services sector and in the industrial and agricultural sectors.

5. Empowerment measures

The structural economic crisis is having the effect of forcing an increasing number of women off the labour market. Vocational training measures alone can therefore not suffice to improve their situation. Backing is required in the form of action in various political spheres.

- Care should be taken that proposed legislation on all educational, social and political or employment market issues entail no new handicaps for women.
- All parties involved must endeavour to ensure that the success achieved in the past few years in disseminating a new, emancipatory image of women is consolidated and extended. National campaigns in the mass media at peak viewing and listening hours and reports promoting women in growth industries in the printed media could be particularly effective means to this end.
- Women who are involved in vocational training measures for women either in the capacity of representatives of the institution concerned or as participants, are in need of more extensive opportunities than hitherto available to exchange their experiences and views - at European level too.
  Initiatives which link up women in vocational training or working women with women in the women's movement, equal

opportunities authorities, political parties, trade unions and professional associations could also serve as a valuable support for political action furthering the interests of women.

Arrangements should be made for the financial assistance of :

- international conferences for those immediately involved and affected,
- regular exchange schemes - also on an individual basis,
- the establishment of regional, national or international networks (of an official or autonomous nature) to promote reciprocal support.

- Both sides of industry are called on to initiate positive forms of action in favour of women as proposed by the EC-Commission in their respective fields, eg. when drawing up wage agreements.
- More heads of personnel departments in firms should be persuaded to take more decisive positive action in favour of women (women's promotion schemes, positive discrimination in the event of equal qualifications). One line of reasoning which has proved its value in this sense is that this is the only kind of approach which permits the full development of human potential at work and helps to alleviate the common stress problem among women which underuse of potential often provokes.
- Numerical objectives (objectifs chiffrés) should be applied more frequently to monitor the percentage of women training and working, particularly in posts with good promotion prospects. The nature of the objectives will vary considerably from sector to sector. They should be checked and raised at regular intervals

until equality of opportunities has become a reality.

- Each EC Member State should formulate a plan of action to promote vocational training for women thus ensuring that the conditions specific to the national situation are given due attention.
- The success of the programmes supported by the EC Social Fund should also be assessed in terms of how many women have received support and in what form. In the case of measures which are partially supported by the ESF but organized by a different body, support should in future be granted in cases where
  - the concern or institution is practicing a credible, internal policy of equal opportunities
  - it can be shown that the participants include an appropriate and growing proportion of women.
- The statistics available to date on the situation of women in training, at work amd within the family provide little in the way of constructive information and have not been compiled in a manner which would permit comparison. The necessary criteria should be established or revised accordingly at EC level and communicated to the individual Member States for adoption.

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20. M. v. Alemann, Op. cit., p.161f.

21. F/1, p.5f.

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Appendix 1

Catalogue of programmes

The following catalogue classifies the measures surveyed within the framework of CEDEFOP Action Programmes I and II in accordance with the three innovation criteria developed at the outset of the study.

Part I lists measures which are intended to open up to women skilled occupations offering favourable prospects for the future to which they have previously not had access.

Part II lists programmes which are intended to assist women in securing occupational advancement and positions with managerial responsibility.

Part III, finally, summarizes the measures specifically addressing women who have not previously formed part of the workforce or are returning to working life after a lengthy break.

The information given in parentheses is intended to facilitate identification of the programmes in the "Catalogue of Training Innovations in the EC Member States", Berlin 1980, and "Equal Opportunities and Vocational Training, In-Company Training: Proposals for Action" (Action Programme II), Berlin 1982, both publications edited by CEDEFOP.

I. Programmes giving women access to "new" occupations

Belgium:

Title of programme: Retraining women as mechanics at F.N.

Organisation responsible: Fabrique Nationale F.N.
4400 Herstal

Programme objectives: Retraining of workers, partially unemployed, in the construction of aircraft engine parts

(Belgium 4)

Title of programme: Promotion of women in ACEC

Organisation responsible: Ateliers de Constructions
Electriques de Charleroi ACEC
Avenue Emile Rousseau
6001 Marcinelle

Programme objectives: Retraining, with the aim of promotion, of workers threatened with unemployment

(Belgium 5)

Title of programme: 15 programmes for guidance, training and retraining

Organisation responsible: Office National de l'Emploi - ONEM
Boulevard de l'Empereur 5
1000 Brussels

Programme objectives: In the Centres d'Observation et d'Orientation (C.O.O.) (Observation and Guidance Centres): to provide information as to employment possibilities, determine the level of participants, test their aptitudes and motivations and provide guidance.

In the Centres de Formation Professionnelle des Adultes (F.P.A.) (Adult Occupational Training Centres): basic general technical training, maintenance of skills (in case of periods of unemployment), reclassification.

(Belgium 6A + tB)

Title of programme: Training of postal workers

Organisation responsible: Régie des Postes
Centre Monnaie
1000 Brussels

Programme objective: Preparation for recruitment examinations for postal workers (postman)

(Belgium 7)

Title of programme: Admission of women to the Ecole de Police de Liège (Liège Police School)

Organisation responsible: Centre d'Instruction
de la Police de la Ville de Liège
17 Boulevard Frère Orban
4000 Liège

Programme objectives: Preparation of newley recruited women for the job of police officer

(Belgium 8)

Title of programme: Admission of women to the Ecole Royale Militaire (Royal Military School)

Organisation responsible: Ecole Royale Militaire
40 Avenue de la Renaissance
1040 Brussels

Programme objective: Preparation of trainees for position as army officer

(Belgium 9)

Title of programme: Pilot scheme to train unemployed women for traditionally male jobs

Organisation responsible: Office National de l'Emploi - ONEM
Boulevard de l'Empereur 5
1000 Brussels

Programme objective: Training and placement of unemployed women. Desegregation of the labour market

(Belgium 11)

Title of programme: Women in construction

Organisation responsible: Comité Sub-régional de l'Emploi
Bondgenotenlaan 116
3000 Leuven

Programme objective: To identify employment opportunities for women in the construction sector in the Haasrode-Leuven region

(Belgium 12)

Title of programme: Training of women as weavers

Organisation responsible: UCO S.A.
Bellevue
9218 Ledeberg - Gent

Programme objective: To train women, unemployed or threatened with unemployment, as weavers

(Belgium 13)

Title/objective of programme: Training of low-level operators in an electronics company

Organisation responsible: BARCO, Belgium

(Action programme II)

Title/objective of programme: Training of laboratory experts

Organisation responsible: Diamant Council, Antwerp

(Action programme II)

Title/objective of programme: Training of young women mechanics for an air company repair shop

Organisation responsible: Sabena, Belgium

Denmark:

Title of programme: Børkop hydraulic mill

Organisation responsible: Børkop Vandmølle
Ågade 6
7080 Børkop

Programme objective: To provide young unemployed persons with a skill and a job

(Denmark 1)

Title of programme: Hobro College

Organisation responsible: Hobro Produktionshøjskole
Korsgade
9500 Hobro

Programme objective: Vocational preparation for the young; desegregation of the labour market

(Denmark 2)

Title of programme: Viborg School

Organisation responsible: Viborg Ungdomsskole
8000 Viborg

Programme objective: To train young people in construction techniques. Desegregation of the labour market

(Denmark 3)

Title of programme: Vocational preparation of young people in Glamsbjerg

Organisation responsible: Ung i Arbejde
Nørregade 25
5620 Glamsbjerg

Programme objective: To facilitate young people's transition from school to working life. Desegregation of the labour market

(Denmark 5)

Title of programme: Sigerslev occupational training school

Organisation responsible: Vaerkstedsskolen
Sigerslevvej 31
4660 Store Heddinge

Programme objective: To help unemployed young people to find a training course or employment

(Denmark 6)

Title of programme: Roskilde occupational training school

Organisation responsible: Roskilde Vaerkstedsskole
Margrethehåbsvej 67
4000 Roskilde

Programme objective: To train and resocialise young people without employment, in particular those "rejected" by official education

(Denmark 7)

Title/objective of programme: Vocational training

Organisation responsible: Shipyard of Frederikshavn

(Action programme II)

Title/objective of programme: Basic vocational training

Organisation responsible: Building industry, Denmark

(Action programme II)

Title/objective of programme: Cattle farming, agricultural economics

Organisation responsible: Ministry of Education, Denmark

(Action programme II)

Germany:

Title of programme: Pilot scheme for opening up technical, craft and skilled industrial occupations to young women

Organisation responsible: Initiator - Federal Ministry of Education and Science
Implemented by Continental Gummi-Werke AG, Hanover

Programme objective: Opening up of non-traditional technical, craft and skilled industrial occupations to young women

Similar programmes organised by:

- AUDI NSU Auto Union AG
  8070 Ingolstadt
- VEBA Oel AG
  Postfach 45
  4660 Gelsenkirchen-Buer
- Gemeinschaftsausbildungsstätten Ruit-Plochingen e. V. (GARP)
  IHK Mittlerer Neckar, Hauptgeschäftsstelle Esslingen
  Fabrikstraße 1
  7300 Esslingen (Middle Neckar Chamber of Industry and Commerce)
- Hamburger Berufsbildungszentrum – HBZ – e. V.
  Hamburger Straße 131
  2000 Hamburg 76 (Hamburg Vocational Training Centre)
- Bildungswerk der Hessischen Wirtschaft e. V.
  (mit den Außenstellen Frankfurt/Main und Darmstadt)
  Kaiser-Friedrich-Ring 75
  6200 Wiesbaden (Hessian industry and commerce)

- Siemens AG, Abt. Allgemeine Fertigungsaufgaben
  Werner-von-Siemens-Straße 6
  8900 Augsburg
- Senator für Bildung der Freien Hansestadt Bremen
  Rembertiring 8–12
  2800 Bremen (Senator for Education)
- Minister für Wirtschaft und Verkehr des Landes Schleswig-Holstein
  Düsternbrookerweg 94
  2300 Kiel (Minister for Economics and Traffic)
- Deutsche Bundespost, Fernmeldeamt Bonn
  Kaiser-Karl-Ring 61
  5300 Bonn 1 (Federal Postal Administration – Telecommunications)
- IHK für die Pfalz
  Ludwigsplatz 2–3
  6700 Ludwigshafen (Chamber of Industry and Commerce for the Palatinate)
- Landkreis Göttingen
  Rheinhäuser Landstraße 4
  3400 Göttingen
- Berufsbildungszentrum Stade e. V.
  Mühlenhafener Str. 3
  2168 Drochtersen (Stade Vocational Training Centre)
- Der Senator für Arbeit und Soziales von Berlin
  An der Urania 4–10
  1000 Berlin 30 (Senator for Labour and Social Affairs)
- Arbeitskreis zur Erschließung gewerblich-technischer Berufe für Mädchen e. V.
  Cyriaksring 10
  3300 Braunschweig (Working Group for opening up technical, craft and skilled industrial occupations to girls, Brunswick)
- Gewerbeverein Gerabronn e. V.
  Blaufeldener Str. 42
  7182 Gerebronn (Trade association)

(Germany 1 + 1A)

Title of programme: Regional programme to promote the training of young women in technical, craft and skilled industrial occupations in North Rhine-Westphalia

Organisation responsible: Initiator - Land government of North Rhine-Westphalia

Implemented by Training establishments in the economic sectors industry and handicrafts throughout the region of North Rhine-Westphalia

Similar programmes are organised in the following federal Länder:
- Baden Württemberg
- Berlin
- Hamburg
- Rhineland Palatinate
- Saarland

(Germany 2 + 2A)

Title of programme: Pilot scheme to enable unemployed women to secure a vocational qualification in technical, craft or skilled industrial occupations

Organisation responsible: Berufsförderungszentrum Essen e.V.

Programme objective: Improvement of the employment prospects of unskilled women through training in recognized skilled occupations (industrial/technical)

Similar programmes organised by:
- Seminar für Politik im Amt für Volksbildung/Volkshochschule der Stadt Frankfurt am Main (Policy Department of the Office of Adult Education of the city of Frankfurt-on-Main
- Thyssen-Henrichs-Hütte, Hattingen

(Germany 3 + 3A)

France:

Title of programme: Information on "Women and Manual Occupations"

Organisation responsible: Chambre des Métiers du Tarn
48 avenue de Lattre de Tassigny
81004 Albi

Programme objective: To make girls, their parents, their teachers and the employers, more aware of the range of occupations opened to women

(France 1)

Title of programme: Preliminary training course in male occupations

Organisation responsible: Union Interdépartementale de Formation Permanente (UNIFOP)
28 Faubourg de Bourgogne
45000 Orléans

Programme objective: Vocational preparation aimed at clarifying guidance and/or preceding entry into training

(France 2)

Title of programme: Occupational initiation course for women

Organisation responsible: Association Nationale pour la Formation des Adultes AFPA
75 Boulevard Foch
54520 Laxou

Programme objective: To make women aware of and to guide them towards non-traditional industrial occupations

(France 3)

Title of programme: Action-study for the occupational integration of women in skilled trades in industry

Organisations responsible: Collaboration between:
- Centre Interprofessionnel de Promotion de la Loire CIPL
  61 boulevard A. de Fraissinette
  42100 Saint-Etienne
- "Retravailler" Rhône-Alpes
  17 rue de Brest
  69002 Lyon
  Centre d'Information Féminin
  12 rue Gérentet
  42100 Saint-Etienne

Programme objective: To provide skilled training in the automobile and construction sectors

(France 4)

Title of programme: Training as adviser-salesperson of frozen products

Organisation responsible: DAFCO - Action Femmes
L.E.P. La Sauvagère
7, rue Renée Sabran
69009 Lyon

Programme objective: Training in the technology and marketing of frozen products

(France 5)

Title/objective of programme: Training in view of opening officers' positions to women

Organisation responsible: Air Forces, France

(Action programme II)

Ireland:

Title of programme: Basic management training for women who are unemployed or underemployed

Organisation responsible: AnCO
P.O. Box 456
Dublin 4

Objective of programme: To give women the basic qualifications enabling them to exercise middle management functions

(Ireland 4)

Title of programme: The training of girl apprentices

Organisation responsible: AnCO
P.O. Box 456
Dublin 4

Programme objective: To bring girls into apprentice training for the skilled trades

(Ireland 5)

Italy:

Title of programme: Electricity and electromechanics

Organisation responsible: Corsorzio per la Gestione dei Corsi di Formazione Professionale
Via Port'Aurea 10
Ravenna

Programme objective: To train women for entry into the electronics industry with a qualification

(Italy 2)

Title of programme:	Retraining of unemployed women in electrotechnology
Organisation responsible:	A.A.L. - C.I.S.L. Istituto per la Formazione Professionale Via Santa Chiara 18 Carpi
Programme objective:	Vocational retraining of women for employment in the engineering and metallurgical industries
Similar programme in Modena:	E.C.A.P. - C.G.I.L. Viale Cialdini 3 Modena

(Italy 3A + 3B)

Title of programme:	Course in driving and maintenance of agricultural machinery
Organisation responsible:	Cooperativa Lavoratori della Terra S. Pietro in Casale Bologna
Programme objective:	Specialisation in mechanics and driving of agricultural machinery
Similar programme:	E.C.A.P. - C.G.I.L. Piazza Matteuci 15 Ravenna

(Italy 4A + 4B)

Title of programme:	Occupational entry into the construction trade
Organisation responsible:	Scuola Provinciale Edili Ravenna
Programme objective:	Vocational training towards first employment

(Italy 5)

Title of programme:	General agricultural technicians
Organisation responsible:	E.C.A.P. - C.G.I.L. Viale Cialdini 3 Modena
Programme objective:	Basic training for skilled agricultural workers

(Italy 6)

Title/objective of programme:	Professional retraining because of introduction of new technologies
Organisation responsible:	Italtel, Italy
(Action programme II)	

Title/objective of programme:	Professional retraining because of reorganisation of the sector
Organisation responsible:	Textile industry/clothing trade, Italy
(Action programme II)	

Title/objective of programme:	Vocational training courses
Organisation responsible:	Alfa Romeo / Fergal / Fiat, Italy
(Action programme II)	

Luxembourg:

Title of programme:	Access to positions as officers in the Police Force
Organisation responsible:	Ministère de la Force Publique 57 boulevard de la Petrusse Luxembourg
Programme objective:	To give women the initial training that affords them the same opportunities as men in a police career
(Luxembourg 1)	

Netherlands:

Title of programme:	"Mary, keep learning!"
Organisation responsible:	"Marie, word wijzer!" Post Box 11877 Amsterdam
Programme objective:	To make girls aware of the value of training; to widen the range of their occupational choices
(Netherlands 1)	

Title of programme: Anne Frank Foundation project for school-leavers

Organisation responsible: Anne Frank Stichting
Prinsengracht 263
Amsterdam

Programme objective: To fight, through education, against prejudice, discrimination and injustice. To make it easier for young people to move from school into active life or further training

(Netherlands 2)

Title/objective of programme: A railway for women

Organisation responsible: Dutch Railways

(Action programme II)

Title/objective of programme: Women in technical professions

Organisation responsible: Vicon N.V.

(Action programme II)

United Kingdom:

Title of programme: Training of girls as junior operators

Organisation responsible: Engineering Industry Training Board
P.O. Box 148
Watford, Herts. WD1 1 LB

Programme objective: To give unskilled girls basic training and to develop general aptitudes that will improve their chances of finding employment in industry

(United Kingdom 2)

Title of programme:	Recruitment and training of young women as technicians in the engineering industry
Organisation responsible:	Engineering Industry Training Board P.O. Box 148 Watford, Herts. WD1 1 LB
Programme objective:	To train girls as engineers, to make parents and teachers aware of the possibilities of a career in this area; to encourage employers to recruit female engineers by demonstrating that, well trained, women are as efficient as men

(United Kingdom 1)

II. Programmes to promote occupational advancement

Belgium:

Title of programme:	Promotion of women in the Banque Bruxelles-Lambert
Organisation responsible:	Banque Bruxelles-Lambert 44 Avenue Marnix 1050 Brussels
Programme objective:	To prepare newly recruited university graduates for positions of responsibility as executives and department heads

(Belgium 2)

Title of programme:	Equal Opportunity
Organisation responsible:	IBM Square Victoria Regina 1 1030 Brussels
Programme objective:	To motivate women to obtain promotion by improving their qualifications and to provide them with equal opportunities

(Belgium 1)

Title of programme:	Promotion of women in the Société Générale de Banque
Organisation responsible:	Société Générale de Banque Rue Montagne du Parc 3 1000 Brussels
Programme objective:	To prepare newly recruited university graduates for positions of responsibility as executives and department heads
(Belgium 3)	

Title of programme:	Training of women to become heads of small and medium-sized undertakings
Organisation responsible:	Centre de Formation Permanente 7o rue du Chateau Nassart 4000 Liège
Programme objective:	Training in management of commercial, craft and service enterprises
(Belgium 10)	

Title/objective of programme:	Training of typists in an insurance company
Organisation responsible:	A.G., Belgium
(Action programme II)	

Germany:

Title/objective of programme:	In-firm training and career prospects for women
Organisation responsible:	Commerce - large distribution concern Bank - women employees in a large bank Computer industry - production company in electronics Public service
(Action programme II)	

France:

Title of programme:	Management training course
Organisation responsible:	Centre Parisien de Management Chambre de Commerce et de l'Industrie 1o8 Boulevard Malesherbes 75o17 Paris
Programme objective:	Management training - finance and accounting, or administration and personnel
(France 6)	

Title of programme:	Occupational advancement for unskilled blue-collar women
Organisation responsible:	Thomson C.S.F. B.P. 55 38120 Saint-Egrève
Programme objective:	To obtain an Occupational Aptitude Certificate in electronics for heavy equipment, or in light mechanics

(France 7)

Title of programme:	Introductory course in management
Organisation responsible:	Chambre des Métiers de l'Yonne 5, rue Savatier-Laroche 89000 Auxerre
Programme objective:	To facilitate the formation of independent businesses through management training

(France 9)

Title of programme:	Training of women as "partners" in independent businesses
Organisation responsible:	Association des Femmes d'Artisans, Commerçants et autres Professions du Cantal AFACAP 11, rue des Carmes 15000 Aurillac
Programme objective:	To facilitate the formation of independent businesses through management training

(France 10)

Title/objective of programme:	Training in view of equality within the enterprise
Organisation responsible:	IBM, France

(Action programme II)

Title/objective of programme:	Training of non-qualified women within the framework of reorganising the company
Organisation responsible:	Servier-Gidy, France

(Action programme II)

Ireland:

Title of programme:	Career development for senior female staff
Organisation responsible:	Aer Lingus Personnel Department Dublin Airport Dublin
Programme objective:	To encourage women to seek training and promotion to higher management positions

(Ireland 1)

Title of programme:	Traineeship for specialist and technical employment grades
Organisation responsible:	AnCO P.O. Box 456 Dublin 4
Programme objective:	To facilitate promotion of women to positions of responsibility, where they are under-represented

(Ireland 2)

Title of programme:	Management Development Programme for Women
Organisation responsible:	Irish Management Institute Sandyford Road Dublin 14
Programme objective:	To prepare female managers to carry out their functions more efficiently

(Ireland 3)

Title of programme:	Career and Management Development
Organisation responsible:	Council for the Status of Women 27 Merrion Square Dublin 2
Programme objectives:	Programme 1 - to broaden the range of girls' occupational choices Programme 2 - to maximise the potential of women in mid-career

(Ireland 8)

Italy:

Title of programme:	Administrative staff
Organisation responsible:	S.A.M.E. Tratori SpA Treviglio
Programme objective:	Occupational preparation of qualified accountants lacking practical training

(Italy 1)

Netherlands:

Title/objective of programme:	Women in management functions
Organisation responsible:	Stichting Vrouwenvisie

(Action programme II)

Title/objective of programme:	Women managers
Organisation responsible:	Verbond van Nederlandse Ondernemingen (Federation of Dutch enterprises)

(Action programme II)

United Kingdom:

Title of programme:	Part-time post-graduate training for doctors
Organisation responsible:	Oxford Regional Health Authority Old Road Headington Oxford OX3 7LF
Programme objective:	To give doctors, unable to practise their profession full-time, part-time post-graduate training and experience assuring their promotion to high-level positions

(United Kingdom 3)

Title/objective of programme:	Career development training for women in catering services
Organisation responsible:	Sutcliffe Catering Group, United Kingdom

(Action programme II)

Title/objective of programme:	Career development in chemical industry
Organisation responsible:	Optrex Ltd.
(Action programme II)	

Title/objective of programme:	Career development in the textile industry
Organisation responsible:	CATITB - Cotton and Allied Textiles Industries Training Board
(Action programme II)	

Title/objective of programme:	Personal development: workshops for working women
Organisation responsible:	Brunel University Management Programme
(Action programme II)	

III. Programmes for women who have not previously formed part of the workforce

Denmark:

Title of programme:	Herlev U.K.A. (Alternate education)
Organisation responsible:	U.K.A. Herlev Bygade 9o 2730 Herlev
Programme objective:	To give young people alternate training (practical and multi-faceted) to enable them to find lasting employment or a training course
(Denmark 4)	

Title of programme:	New Work - Vejle
Organisation responsible:	Nyt Arbejde - Vejle Damhaven 12 7100 Vejle
Programme objective:	To create new and lasting employment. To favour personal and technical development of participants
(Denmark 8)	

Title of programme: Occupational reintegration after a long interruption - EIFL

Organisation responsible: EIFL - Direktoratet for Arbejdsmarkedsuddannelserne
Nørre Voldgade 16
1358 København K

Programme objective: Occupational reintegration of women

(Denmark 9)

Germany:

Title of programme: Pilot scheme for the reintegration of women returning to work after an interval

Organisation responsible: Deutsche Angestellten-Akademie e.V., Düsseldorf

Programme objective: Motivation of women returning to work to undergo vocational training

Similar programme is organised by: Berufsfortbildungswerk des Deutschen Gewerkschaftsbundes GmbH, Düsseldorf/Rheine (German Federation of Trade Unions)

(Germany 4 + 4A)

France:

Title of programme: Further training course for women in agriculture

Organisation responsible: Comité Régional de Développement Agricole du Saumurois C.R.D.A.S.
3 route de Saumur
49700 Doué-la-Fontaine

Programme objective: Better integration of rural women in their occupational milieu

(France 8)

Ireland:

Title of programme:	Return to work course for women
Organisation responsible:	AnCO P.O. Box 456 Dublin 4
Programme objective:	To facilitate women's return to employment

(Ireland 6)

Title of programme:	Training programme for the care of pre-school children
Organisation responsible:	AnCO P.O. Box 456 Dublin 4
Programme objective:	To qualify personnel to work in pre-school centres

(Ireland 7)

Netherlands:

Title of programme:	Beauticians' training course
Organisation responsible:	"De Slaak" Slaak 45 Rotterdam
Programme objective:	General and vocational training, and preparation for beauticians' examination

(Netherlands 3)

Title of programme:	Part-time training course in caring for the elderly
Organisation responsible:	Ministry for Social Affairs
Programme objective:	To offer vocational training with the firm prospects of subsequent employment to women who wish to enter or return to working life

(Netherlands 4)

Title of programme:	Pilot experiment for unemployed kindergarten staff
Organisation responsible:	Schooladviesdienst Leeuwarden Ostenweg 10 Leeuwarden
Programme objective:	To provide a training job for unemployed kindergarten female teachers

(Netherlands 5)

Title of programme:	VOS ("Women, find your place in society")
Organisation responsible:	Stichting Culturele Raad Noord-Holland Posthus 163 IJmuiden
Programme objective:	To awaken women to their role in society

(Netherlands 6)

Title of programme:	MAVO - day school Open School
Organisation responsible:	Evening schools Regional Commission for the Open School
Programme objective:	To provide a secondary-level education for adults during the day As above, with parallel use of multi-media aids

(Netherlands 7)

United Kingdom:

Title of programme:	The Third Hand organisation
Organisation responsible:	The Third Hand 7 Alexandra Road Bristol 8
Programme objective:	To promote the educational and employment needs of professionally qualified social workers

(United Kingdom 4)

Title of programme:	"Returning to Work", in the distributive sector
Organisation responsible:	Distributive Industry Training Board ITB House 33 Church Road Newton Abbey BT6 7LH Northern Ireland
Programme objective:	Occupational reintegration of women in the distributive sector, after a period of interruption

Appendix 2

FIVE YEARS ON ...

Vocational Training Measures for Women in the European Community - Guide for the Evaluation and Development of Perspectives

1. Historical development 1978 - 1983

What important socio-economic, legal and political developments in your country in recent years have considerably promoted or restricted equality of opportunity for women at work, in vocational training or indeed at all?

The following aspects might be of importance in this respect:

- changes in productivity and employment in each sector of the economy;
- proportion of women among employed/unemployed persons in each occupational branch;
- participation, promotion and success of women in general education;
- labour, social and vocational training law;
- anti-discrimination legislation;
- strength and participation of the women's movement and trade unions in measures for the promotion of women;
- nature and expansion of occupational counselling and placement services;
- financial incentives for employers;
- entrance requirements and financial support for participants in vocational training measures;

- collective bargaining agreements;
- others.

2. Innovative vocational training measures (CEDEFOP study)

Within the framework of its work programme on Equality of Opportunity in Vocational Training, CEDEFOP has identified and investigated a number of innovative training measures for women (1).

2.1 How many and what kind of programmes have been abandoned since the studies were completed? For what reasons?

2.2 How many of the programmes covered by the CEDEFOP studies are stil being run in your country at present?

2.3 Which of the remaining programmes are being continued in a different form, for example under another sponsor, with a different source of fincance or through incorporation into standard training provision?

2.4 Which local conditions have proved to be particularly favourable or unfavourable?

- Economic situation of the region in a selected occupational branch,
- size of firm,
- attitude of trainers and management to the promotion of women,
- selection, social background of participants,
- participation: role of works council and participants in planning and running programmes,

(1) See Catalogue of Training Innovations in the EC Member States, CEDEFOP, 1981.

- arrangements for child care/houswork,
- regulations governing working hours during training and for the sought-after occupation,
- others.

2.5 Which curricular and pedagogical features of the programmes contributed towards successful completion of the courses?

- Changes in the overall training pattern for the new target group,
- introduction of/linking with preparatory courses,
- complementary socio-pedagogical, political or general education instruction,
- extended preparation for working life covering labour law, alternative forms for the organization of work, industrial safety provisions, etc.,
- use of special methods, for example, project oriented instruction,
- others.

2.6 Describe the level and type of qualification obtained on successful completion of the course, for example a formal occupational qualification, a certificate recognized by the state or other authorities, a certificate of attendance issued by the training sponsor.

2.7 Were the objectives of the programme fulfilled by the participants as regards employment?

- How many of the participants managed to find a permanent job?

- How many participants found a permanent and/or suitably skilled job after completion of training?
- How many participants were promoted and also received an increase in salary after completion of the course?
- How many women used the programme as a stepping stone to further general or vocational training?
- What happened to those who did not complete the course? What percentage of the total number of participants did this apply to?
- What happened to the women who found no suitable permanent job after completion of the course?

2.8 What information is available as to whether the training programme had any effect on the participants' work environment?

- Did difficulties or positive changes arise with male colleagues in "male" occupations?
- Where there any changes in the attitudes and behaviour of trainers and management?
- Where there any changes in the hierarchy of the firm, particularly as regards the balance of the sexes?
- Did the actual working conditions become more "human" for everyone?

2.9 What information is available as to whether the training programme brought about any changes in the personalities, families and social environments of the women concerned?

2.10 What action was taken to ensure that the results of successful measures were passed on?

2.11 What role did the scale and kind of financing for these measures play in promoting this social change in favour of women?

3. Other innovative programmes

3.1 What other, in your opinion, successful, programmes with similar goals were pursued in your country between 1978 and 1983 which were not included in the CEDEFOP studies (for example, in the field of new technologies)?

3.2 Attempt a brief description of these programmes, referring back to questions 2.4 - 2.11 as a guide.

3.3 Have public authorities in your country organized special awareness-raising campaigns to promote equality of opportunity for women on the labour market? If so, who runs them, for which target group (for example employers, personnel managers, trade union representatives)?

3.4 Can you give any information on training programmes and/or sources of financial support in your country for participants wishing to set up their own firm after completion of training (small business, co-operative)?

4. Final assessment and perspectives

4.1 Are there any important changes increasing equality of opportunity for women at work and in vocational training which, in your opinion, can be mainly attributed to the effectiveness of measures such as those described in Points 2 and 3?

4.2 What further changes in vocational training should be made in the interests of women?

4.3 What developments and initiatives do you consider to be particularly important if the work and social situation of women in your country is to be (further) improved in future?

CEDEFOP – European Centre for the Development of Vocational Training

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Five years on...
Vocational training measures for women
in the European Community

Monika Oels and Suzanne Seeland

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